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| Seguin Lesson Plan Template | | | | | | | Teacher | Calvin P. Boykin | | | |
| Week of | 10/7/19 – 10/11/19 | | | |
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|  |  | **Monday** | | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | |
| ***Commit***  Describe the TEKS related to the day's lesson. | | RS: AR.2A, AR.2C  Writing Linear Functions | | RS: AR.2A, AR.2C  Writing Linear Functions | | RS: AR.2D  Modeling with Linear Functions | | RS: AR.2D  Modeling with Linear Functions | | RS: AR.2A, AR.2B, AR.2C  Writing Exponential Functions | |
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| ***Inspire***  Opening Hook/ Intro | | Patterns occur everywhere in life. If we can figure out what the pattern is, or at least close to it, we can predict what can happen and when. | | Patterns occur everywhere in life. If we can figure out what the pattern is, or at least close to it, we can predict what can happen and when. | | Real-world data rarely follows exact patterns, but we can use patterns in the data to look for trends. We can use these to create models that simulate the data set. | | Real-world data rarely follows exact patterns, but we can use patterns in the data to look for trends. We can use these to create models that simulate the data set. | | Patterns occur everywhere in life. If we can figure out what the pattern is, or at least close to it, we can predict what can happen and when. | |
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| ***Acquire***  What knowledge or new skill will students be able to demonstrate at the end of the lesson? | | SWBAT recognize the pattern and determine the linear function associated with the pattern. | | SWBAT recognize the pattern and determine the linear function associated with the pattern. | | SWBAT create scatterplots and use the data points to model a linear equation. | | SWBAT create scatterplots and use the data points to model a linear equation. | | SWBAT recognize the pattern and determine the exponential function associated with the pattern. | |
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| ***Apply***  How will students display knowledge or mastery of what they've learned?  and/or  How will the learning be assessed? | | Students will complete an exit ticket consisting of 5 problems that will demonstrate mastery | | Students will complete an exit ticket consisting of 5 problems that will demonstrate mastery | | Students will complete an exit ticket consisting of 5 problems that will demonstrate mastery | | Students will complete an exit ticket consisting of 5 problems that will demonstrate mastery | | Students will complete an exit ticket consisting of 5 problems that will demonstrate mastery | |
| **Plus Period Plan** Please indicate what remediation activity AND enrichment activity you will be focusing on during PLUS Period this week. | | No period.  Tutor students/ homework help | | I will provide depth for Arithmetic Sequences | | Athletics | | Athletics | | Plus Period??? | |
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